

Montana University System

EDUCATION & LOCAL GOV'T IC
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Exhibit 13

Board of Regents'



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Found on-line at:
http://mus.edu/data/strategic_plan.asp



MONTANA UNIVERSITY SYSTEM Strategic Plan 2012

TABLE OF CONTENTS

	<u>Page</u>
Introduction	1
Guiding Principles	2
Goal 1: Access & Affordability	3-9
College Participation.....	3
Retention & Completion	4
Financial Aid.....	5
Affordability.....	6
K-20 Collaboration.....	7
Two-year Education	8
Distance Learning.....	9
Goal 2: Workforce & Economic Development	10-13
Workforce Development.....	10-11
Research & Development.....	12
Graduate Education	13
Goal 3: Efficiency & Effectiveness	14-17
Information Technology.....	14
Efficiency	15
Transferability.....	16
Budget Allocation	17
Appendix A: Success Agenda	18-19



MONTANA UNIVERSITY SYSTEM Strategic Plan 2012

INTRODUCTION

The Montana University System Strategic Plan is the primary planning document of the Board of Regents. The Plan sets forth an agenda for higher education in Montana by delineating the strategic directions, goals, and objectives that guide the Montana University System (MUS).

History

In July 2006, after several years of study, public dialogue, and internal deliberations, the Board of Regents approved the Strategic Plan. Since then, updates have occurred annually, including revisions to strategic initiatives as well as a refreshing of the data within each goal.

The development of the Strategic Plan began with two primary initiatives. The first was to work more closely with the interim legislature to develop a set of mutually agreed upon accountability measures that would guide the MUS and evaluate progress. Working with the Postsecondary Education Policy and Budget (PEPB) subcommittee of the 57th Legislature, the Board of Regents did develop this set of accountability measures in July 2002. Subsequently, the PEPB subcommittee has updated the accountability measures. This latest set of agreed-upon measures evolved into “shared policy goals” and work to form one base for this strategic plan.

The second initiative was to work with the PEPB Subcommittee to explore new ways for the MUS take a more direct leadership role in the state’s economic development. This overall effort, called “Shared Leadership for a Stronger Montana Economy”, engaged a broad range of Montanans to prioritize specific initiatives that would help establish a new role for the MUS in strengthening the state’s economy. The Governor’s Office and several legislative interim committees were included in the effort. In July 2004, the Board of Regents and the PEPB subcommittee met jointly and agreed on three priority initiatives for immediate implementation:

- Develop stronger business-university system partnerships for workforce training;
- Remove barriers to access for postsecondary education; and
- Expand distance learning programs and training.

Goals

The Strategic Plan is comprised of three primary goals that contain a series of sub-goal statements and objectives within each area.

Goal 1: Access & Affordability

Increase the overall educational attainment of Montanans through increased participation, retention and completion rates in the Montana University System

Goal 2: Workforce & Economic Development

Assist in the expansion and improvement of the state’s economy through the development of high value jobs and the diversification of the economic base

Goal 3: Efficiency & Effectiveness

Improve institutional and system efficiency and effectiveness

Maintaining the high quality of our institutions and the education provided to our students is not listed as an explicit goal. This is because it is THE MOST IMPORTANT consideration for every goal and initiative of the Montana University System and is considered to be an integral part of every component of this strategic plan.



MUS Strategic Plan

Guiding Principles

The Regents' Workgroup on Reform and Reinvention recommend the following improvements to the MUS planning process.

Planning Process

The Board of Regents is committed to a biennial planning and review process that includes a broad array of University System stakeholders.

At the beginning of each biennium the MUS will hold a comprehensive planning meeting with representatives from MUS constituencies throughout the state. The goal of the meeting is to conduct a biennial review and update to the MUS Strategic Plan, including:

- review of key outcome measures and performance indicators;
- revisions and updates to strategic goals; and
- development and review of strategic initiatives

In order to provide a dynamic and effective strategic plan, the Board of Regents subscribes to the following Guiding Principles for the on-going development and review of the MUS Strategic Plan.

Systematic

The planning and review cycle for the MUS Strategic Plan will take place over the course of a biennium, whereby the Plan is assessed, reviewed, and updated at the beginning of each biennium.

Accountable

Outcomes and measurements of the strategic goals will be made public and communicated on a regular basis.

Inclusive

The planning and review process will seek to include a broad array of stakeholders from throughout the state.

Flexible

The MUS Strategic Plan is intended to be a flexible document that can adapt to the changing environment within higher education and throughout the state/nation.

Campus Connected

Campus strategic plans will be connected to the broader strategic goals in the MUS Strategic Plan.

Statewide Focus

The planning process will include a statewide focus on advancing higher education throughout the entire state.

National Context

National trends and initiatives will be considered throughout the planning process and aid in the development of strategies and initiatives.

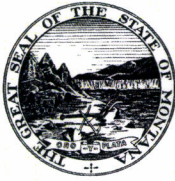
2013 Biennial Planning Timeline

July 2011 – MUS Planning Meeting (assess, review and update)

Sept 2011 – Board of Regents approval of operating budgets

July 2012 – Annual update to outcome measurements (posted to web)

Sept 2012 – Dec 2012 – Communication and advocacy campaign related to MUS Strategic Plan



MUS Strategic Plan

College Participation

Goal 1: Access & Affordability

System Initiatives:

- Two-Year College Initiative:** increase access and participation at two-year institutions by improving online access, growing dual enrollment opportunities, customizing programs for nontraditional students, and promoting two-year education as a low-cost, viable entry point to high-demand occupations and/or to four-year degrees.
- Access to Success (A2S):** collaborative effort among states aimed at increasing the participation and success of low income students and students from ethnic/racial groups.
- GEAR-UP (Gaining Early Awareness & Readiness for Undergraduate Programs):** a six-year federal grant awarded to Montana in 2005. This initiative encourages and supports students to set high academic expectations, stay in school, study hard and take appropriate courses to prepare them for college-level studies.
- Faculty & Staff Recruitment and Retention Efforts:** the MUS will continue to involve faculty and staff in comparative analysis and development of recommendations for improving recruitment and retention.

Goal Statement

Prepare students for success in life through quality higher education

Objective 1.1.1

Improve postsecondary education participation rates, with particular attention to Montana residents in MUS institutions

Metric 1.1.1

Montana College Continuation Rate

Percentage of Montana High School Graduates Enrolling in College in the Fall Semester Immediately Following Graduation

College Continuation Rates	1994	1996	1998	2000	2002	2004	2006	2008	2010
# of MT High School Graduates (public & private)	10,009	10,594	11,035	11,372	11,075	11,101	10,838	11,202	10,812
MT Continuation Rate % of MT Grads Enrolling in College	55%	55%	57%	54%	55%	57%	57%	56%	58%
WICHE Continuation Rate % of Grads in WICHE states enrolling in College	52%	53%	50%	49%	49%	51%	56%	55%	NA

In-state vs. Out-of-state Continuation Rates	1994	1996	1998	2000	2002	2004	2006	2008	2010
% of MT Grads Enrolling In-state -- MUS	35%	35%	36%	35%	35%	37%	38%	38%	40%
% of MT Grads Enrolling In-state (Private or Tribal)	4%	4%	5%	3%	4%	5%	5%	5%	7%
% of MT Grads Enrolling Out-of-State	16%	16%	15%	16%	16%	15%	14%	13%	12%

source: NCES, IPEDS Fall Enrollment Survey, high school graduates adjusted to equal WICHE, Knocking at the College Door 2006
Note: calculations for WICHE state exclude CA; MUS calculations include community colleges

MUS Enrollment, FY01 - FY11

Student FTE, Fiscal Year

Student Enrollment Categories (Residency Status and Educational Level)	FY01	FY11	%CHG 01 to 11
Resident Undergraduate	24,810	29,889	20.5%
Resident Graduate	2,042	2,592	26.9%
Total Resident	26,852	32,481	21.0%
Non-resident Undergraduate	4,795	5,595	16.7%
WUE	1,292	2,051	58.7%
Non-resident Graduate	720	835	15.9%
Total Non-resident	6,807	8,480	24.6%
MUS Total (includes CC's)	33,659	40,961	21.7%

source: MUS Official Enrollment Report; note: Fiscal year enrollment is calculated by averaging FTE from Summer and Fall semester with Spring ((summer + fall) + spring) / 2



MUS Strategic Plan

Retention & Completion

Goal 1: Access & Affordability

System Initiatives:

- **Montana University System Writing Assessment:** improve the college-readiness of high school students by raising student and teacher awareness of the qualities of college-level writing and providing students with an assessment of their writing proficiency during the junior year.
- **Two-Year College Initiative:** improve retention and graduation rates at two-year colleges by communicating consistently about college-readiness based on educational goals, emphasizing two-year degree completion and transfer, and reward retention and completion through performance-based allocations.
- **Veterans' Upward Bound:** a program designed to help military veterans refresh their academic skills so that they can successfully complete postsecondary education. Located at 15 sites statewide, this program provides educational services to over 2,000 low-income and first-generation college bound veterans.
www.vubmt.com

Goal Statement

Prepare students for success in life through quality higher education

Objective 1.1.2

Increase retention rates within the Montana University System

Metric 1.1.2

Freshmen Retention Rates

Percent of 1st-time, Full-time Freshmen Returning for a Second Year of Enrollment

Institutional Type	Fall 2005 Cohort (returning Fall 06)	Fall 2006 Cohort (returning Fall 07)	Fall 2007 Cohort (returning Fall 08)	Fall 2008 Cohort (returning Fall 09)	Fall 2009 Cohort (returning Fall 10)
4-year Institutions					
MUS	69%	70%	69%	71%	71%
WICHE* States	74%	70%	75%	76%	77%
2-year Institutions					
MUS	52%	48%	47%	58%	56%
WICHE* States	58%	56%	58%	60%	58%

Note: data for WICHE states includes public, two and four-year, Title IV degree granting institutions only, minus CA; MUS '2-year Institutions' include comm. colleges; source: IPEDS Fall Enrollment Survey

Objective 1.1.3

Increase graduation rates within the Montana University System

Metric 1.1.3

Graduation Rates

4-year Institutions: Percent of 1st-time, Full-time Student Earning Bachelor's Degrees within 6 Years

2-year Institutions: Percent of 1st-time, Full-time Students Earning Associate Degrees within 3 Years and Certificates within 1.5 years

Institutional Type	Graduating Classes					
	2000-01	2005-06	2006-07	2007-08	2008-09	2009-10
4-year Colleges						
MUS	41%	42%	41%	41%	44%	43%
WICHE States	47%	50%	49%	51%	52%	52%
2-year Colleges						
MUS*	37%	32%	31%	32%	24%	40%
WICHE States	25%	25%	24%	23%	22%	NA

source: IPEDS Graduation Rate Survey

*includes both integrated 2-year programs at MSU-Northern and UM-Western, as well as MUS community colleges

Note: data for WICHE states includes public, two and four-year, Title IV degree granting institutions only (minus CA)

Updated: Sept 2011



MUS Strategic Plan Financial Aid

Goal 1: Access & Affordability

State Funded Need-based Aid Programs – FY11

- MTAP - Montana Tuition Assistance Program, Baker Grants
= \$1,874,896
- MHEG - Montana Higher Education Grant
= \$522,225
- State Work Study
= \$862,989
- State SEOG Match
= \$422,770
- Perkins Match
= \$68,280
- Governor's Post-secondary Scholarship
= \$2,309,750 total
= \$1,154,875 need
- Total Need-based Aid
= \$4,906,035

Loan Information

In 2010-11, 61% of 1st-time, full-time Montana residents attending a campus in the MUS took out student loans for an average amount of \$6,774; in 2002-03, 58% took out loans at an average of \$3,894 per student.

From the graduating class of 2009-10, 63% of 4-year degree recipients took out loans for an average of \$22,800. The national average is 55% borrowing with an average of \$19,800.

Updated: 12/29/11

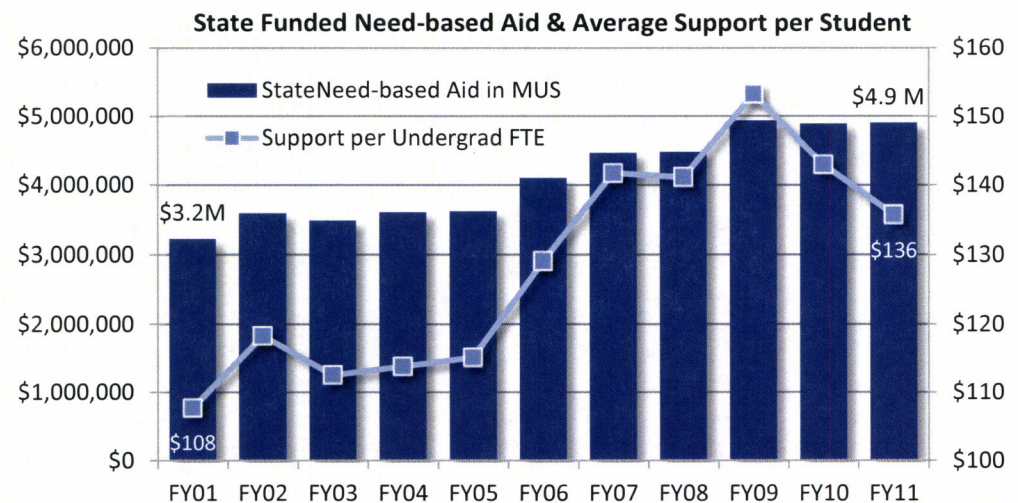
Goal Statement

Make higher education more affordable by offering more need-based financial aid and scholarships

Objective 1.2.1

Reduce the unmet student need for financial aid (increase need-based aid)

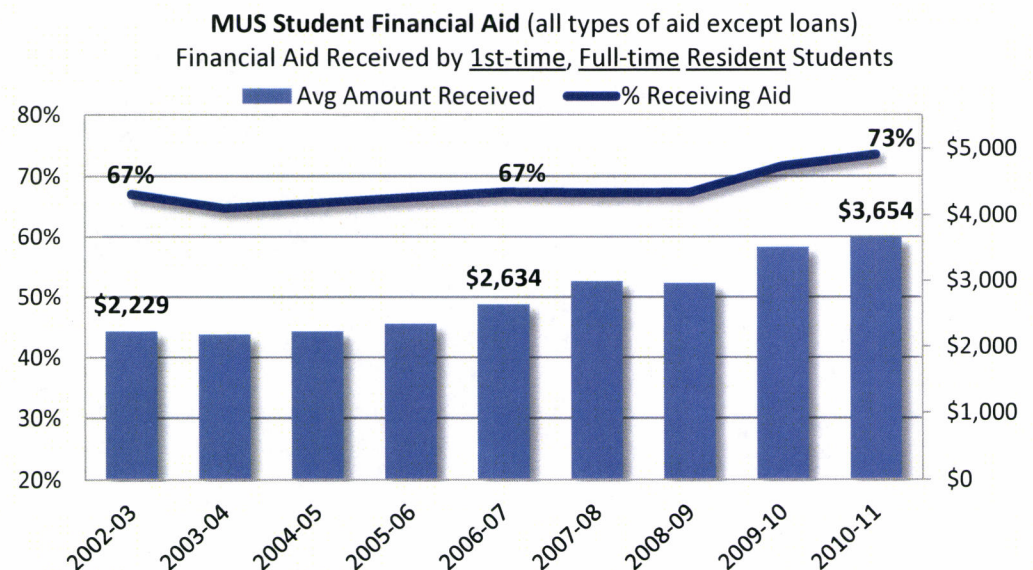
Metric 1.2.1



The average amount of need-based aid per student in the WICHE region (\$298 per student) is more than double the amount in the MUS. (source: National Assoc. of State Grant and Aid Programs)

Objective 1.2.2

Increase the percentage of students who receive grants and scholarships, as well as the average amount awarded.





MUS Strategic Plan Affordability

Goal 1: Access & Affordability

System Initiatives:

- Tuition Cap:**
Continue freeze on tuition for FY12 and FY13 at all two-year colleges.
- Two-Year College Initiative - College!Now:**
Increase access and participation at two-year institutions by improving online access, growing dual enrollment opportunities, customizing programs for nontraditional students, and promoting two-year education as a low-cost, viable entry point to high-demand occupations and/or to four-year degrees.
- Affordability Taskforce:**
The Board of Regents and the Office of the Commissioner of Higher Education have appointed an Affordability Taskforce to meet during the 2011-12 academic year. The Taskforce is charged with:
 - Utilizing data to recommend strategies for improving affordability in the MUS;
 - Recommending approaches for improving communication and outreach about affordability of higher education in Montana; and
 - Recommending policies to facilitate a more coordinated system of financial aid and services.

Updated: Sept 2011

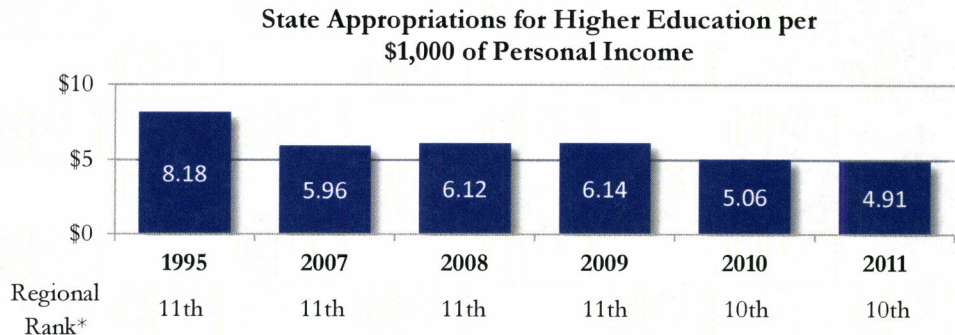
Goal Statement

Promote postsecondary education affordability

Objective 1.3.1

Increase the amount of state support as a percentage of total personal income relative to peer states and historical levels

Metric 1.3.1



source: 2011 Grapevine Report; SHEEO State Higher Education Finance Report
*rank among the 14 WICHE states (minus CA);

Objective 1.3.2

Decrease tuition as a percentage of median household income

Metric 1.3.2

Ratio of Tuition and Fees to Median Household Income				
Institutional Type	1993-94	2000-01	2005-06	2010-11
2-year Institutions				
Montana	5.0%	8.7%	8.7%	8.1%
Regional Avg.	3.4%	5.1%	5.9%	5.9%
4-year Institutions				
Montana	6.8%	8.4%	11.3%	11.6%
Regional Avg.	5.4%	6.1%	8.1%	11.0%
Doctoral Institutions				
Montana	7.6%	9.4%	13.3%	14.4%
Regional Avg.	6.2%	7.0%	9.4%	13.0%

source: WICHE

Note: Tuition and fees used in the calculation are the average resident tuition and fees for full-time undergraduates

Tuition & Fees - Academic Year Rates			
Average Tuition & Fees for Full-time, Resident Undergraduates			
Institutional Type	2000-01	2005-06	2010-11
2-year Institutions			
Montana (MUS average)	\$2,088	\$2,846	\$3,267
Regional Average	\$1,436	\$2,104	\$2,840
4-year (MA/BA)			
Montana (MUS average)	\$2,838	\$4,375	\$4,836
Regional Average	\$2,588	\$3,648	\$5,286
Doctoral Institutions			
Montana (MUS average)	\$3,073	\$4,966	\$5,822
Regional Average	\$3,004	\$4,528	\$6,632

source: WICHE

note: Title IV, Public, 4-yr Institutions; full-time = enrollment in 12 or more credit hours



MUS Strategic Plan

K-20 Collaboration

Goal 1: Access & Affordability

System Initiatives:

- **Perkins/Tech Prep:** in collaboration with OPI, K-12 school districts, two-year colleges, and business and industry, develop and promote sequential curriculum providing high school students with a clear, non-duplicative pathway from high school to two-year colleges and/or careers.
- **Montana Education Talent Search:** offers services to ensure that students complete high school and successfully enter college or vocational school. Talent Search is one of the federal TRIO programs (Talent Search, Upward Bound, Student Support Services) funded by the U.S. Department of Education and administered by the Commissioner of Higher Education since 1979. The program director at OCHE supervises coordinators who provide educational outreach to over 1,200, primarily American Indian, students at 32 junior and senior high schools in five target areas throughout Montana.

Updated: Dec 2011

Goal Statement

Work collaboratively with the K-12 education system to increase high school academic preparedness, completion, and concurrent enrollment programs

Objective 1.4.1

Expand outreach to at-risk and disadvantaged students as to the importance and accessibility of postsecondary education and the quality of the MUS

Metric 1.4.1

At-risk & Disadvantaged Student Enrollment in the MUS

% of First-time, Freshmen from Low-income Families/Under-represented Minorities

At-Risk & Disadvantaged Students	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
% of Freshmen, Under-represented Minorities	6.8%	7.1%	8.2%	9.0%	9.2%	9.4%	10.7%
% of Freshmen from Low-Income Families*	30.6%	27.7%	29.4%	29.1%	35.9%	40.5%	NA

source: MUS Data Warehouse, A2S Report, does not include CC's

*students receiving Pell grants

Objective 1.4.2

Expand outreach to top academic achievers graduating from Montana high schools

Metric 1.4.2

Top Performing Students in the MUS

% of MT High School Graduates Entering the MUS with ACT/SAT Scores in the Top Quartile*

ACT Test Takers	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
% of Freshmen scoring in top quartile*	31%	31%	31%	31%	31%	32%	32%

*students scoring ACT>24 or SAT>1129; percent calculated out of total number of students with test scores

source: MUS High School Follow-up Report, does not include CC's

Objective 1.4.3

Increase dual enrollment and advanced placement

Metric 1.4.3

Advance Placement Testing and Early College Enrollment

of MT High School Students Taking AP Exams and Colleges Courses

MT High School Students	2004-05 (Fall 04)	2005-06 (Fall 05)	2006-07 (Fall 06)	2007-08 (Fall 07)	2008-09 (Fall 08)	2009-10 (Fall 09)	2010-11 (Fall 10)
# taking AP Exam	2,189	2,204	2,469	2,623	2,650	2,938	NA
# enrolled in at least one college course in MUS*	376	521	515	529	686	879	720

source: College Board, State Report; MUS Data Warehouse

*freshmen early admits, admit code = 'FE', includes FVCC (DCC & MCC not included)



MUS Strategic Plan

Two-Year Education

Goal 1: Access & Affordability

System Initiatives:

- **Two-Year College Initiative – College!Now:**
Promote two-year education as an affordable, viable portal to high-demand occupations and/or four-year degrees by bringing the comprehensive community college mission to all Montana two-year colleges; customizing programs for adults and broadening opportunities for high school students; focusing on effective remediation, degree completion and transfer; coordinating curriculum across the system, and creating the technology infrastructure that supports resource-sharing, improved access, and greater efficiency.

In Fall 2011, 29% of undergraduate students in the MUS enrolled at 2-year campuses.

(source: MUS Data Warehouse)

Nationally, 53% of all undergraduates attending public higher education institutions enrolled at 2-year colleges (MT ranks 43rd in the nation).

(source: IPEDS, Fall 2010)

Goal Statement

Increase postsecondary enrollment of traditional and non-traditional students through expanded outreach programs, evening/weekend programs, and 2-year programs

Objective 1.5.1

Increase enrollment in two-year programs

Metric 1.5.1

Student FTE, Fiscal Year Enrollment

	FY01	FY10	FY11	% CHG 10 to 11	% CHG 01 to 11
Colleges of Technology					
MSU Billings COT	474	973	1,053	8.2%	122.2%
MSU Great Falls COT	834	1,318	1,415	7.3%	69.6%
MSU Gallatin College Programs	-	229	280	22.5%	-
UM Helena COT	724	1,007	1,147	13.9%	58.4%
UM Missoula COT	797	1,629	1,781	9.3%	123.5%
Montana Tech COT	286	382	376	-1.6%	31.4%
COT Total	3,114	5,538	6,051	9.3%	94.3%
Community Colleges					
Dawson Community College	413	449	419	-6.6%	1.3%
Flathead Valley Community College	1,174	2,076	2,105	1.4%	79.3%
Miles Community College	506	486	453	-6.8%	-10.6%
Community College Total	2,093	3,010	2,976	-1.1%	42.2%
Two-year Education Total	5,208	8,548	9,027	5.6%	73.3%

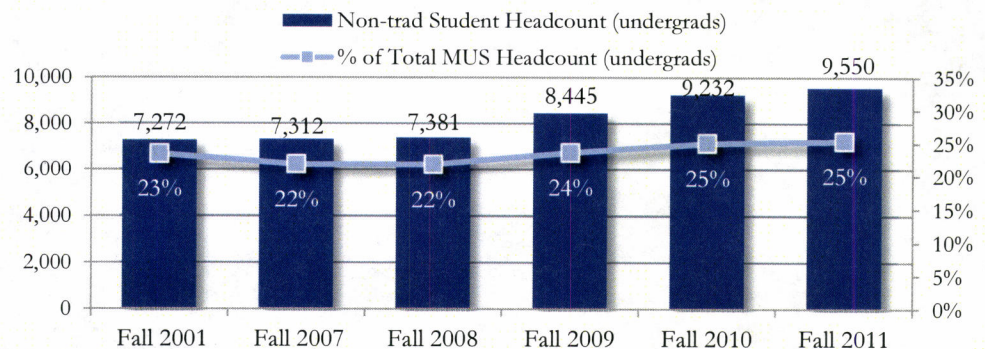
source: MUS Enrollment Reports

Objective 1.5.2

Increase programs and classes for non-traditional students, including evening and weekend programs

Metric 1.5.2

MUS Enrollment of Non-traditional Students (25+ yrs old)



Campus Type	Fall 2001	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	% Chg 01 to 11
2-year	1,960	2,332	2,460	3,074	3,447	3,645	86.0%
4-year	5,312	4,980	4,921	5,371	5,785	5,905	11.2%

source: MUS Data Warehouse, does not include CC's

Updated: Dec 2011



MUS Strategic Plan

Distance Learning

Goal 1:
Access & Affordability

System Initiatives:

MUS Distance Learning Initiative:

In the 2005 and 2007 legislative sessions, the Montana Legislature appropriated funds specifically aimed at increasing the availability of distance learning in the Montana University System.

With these funds (\$300,000 in 2005, \$900,000 in 2007) the university system invested in distance learning resources, faculty, and infrastructure. As a result, Montana universities and colleges now offer more than 90 online degrees and over 700 internet courses.

MUS.edu/online is a central location for students, faculty, and the public to find information on distance education opportunities and topics in the MUS.

MUS On-line Degree & Certificate Programs:
<http://www.mus.edu/Online/default.asp>

Faculty development webinars for on-line teaching:
www.mus.edu/online/webinars.asp

Updated: 12/28/11

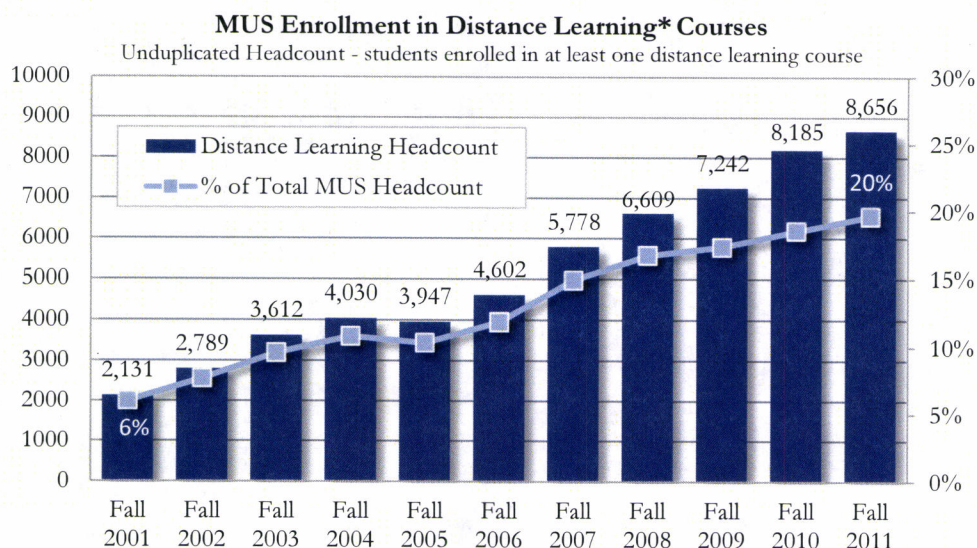
Goal Statement

Improve distance and on-line learning by coordinating online delivery of education across the entire Montana University System

Objective 1.6.1

Increase student enrollment in online courses

Metric 1.6.1



source: MUS Data Warehouse, does not include CC's

*courses where instruction is delivered entirely outside of the traditional classroom setting and there is no "in-person" contact between student and teacher (i.e. on-line and/or video courses)

Objective 1.6.2

Increase the number of online courses and degrees

Metric 1.6.2

Number of Distance Learning Courses Offered
Fall 2001 - Fall 2011, Unduplicated Number of Courses Offered

MUS Campus	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
2-year	39	58	82	95	103	143	156	165	177	183	200
4-year	93	153	208	243	239	254	315	328	359	401	434
MUS Total	132	211	290	338	342	397	471	493	536	584	634
Annual % Chg		60%	37%	17%	1%	16%	19%	5%	9%	9%	9%

source: MUS Data Warehouse, does not include CC's



MUS Strategic Plan

Workforce Development

Goal 2: Workforce & Economic Development

System Initiatives:

- **Perkins:** Promote preparation for and entry into high-wage, high-demand careers, with particular emphasis on under-represented demographics, by building strong career/technical education programs in K-12 school districts, two-year colleges, and community-based organizations.

- **Two-Year College Initiative:** Promote two-year education as a cost-effective, high-quality portal to high-demand, high-wage careers by establishing regional workforce response teams comprised of business and industry leaders, economic development organizations, K-12 school districts and local two-year colleges.

- **Tech Prep:** In collaboration with OPI, K-12 school districts, two-year colleges, and business and industry, develop and promote sequential curriculum providing high school students with a clear, non-duplicative pathway from high school to two-year colleges and/or careers.

Goal Statement

Increase responsiveness to workforce development needs by expanding and developing programs in high demand fields in the state

Objective 2.1.1

Increase degrees and certificates awarded in high-demand occupational fields

Metric 2.1.1

MUS Healthcare Degrees & Certificates Awarded

Degrees & Certs.	2001-02	2006-07	2007-08	2008-09	2009-10	2010-11	2002 to 2011	
							# chg	% chg
Certs. of Applied Sci	53	132	136	85	73	71	18	34%
Associate Degrees	225	364	323	386	427	445	220	98%
Bachelor's Degrees	240	225	248	244	245	246	6	3%
Master's Degrees	59	48	35	57	58	81	22	37%
Professional Degrees	0	91	91	94	138	172	172	-
Doctoral Degrees	1	2	4	2	0	2	1	100%
Total	578	862	837	868	941	1,017	439	76%

source: MUS Data Warehouse, does not include CC's

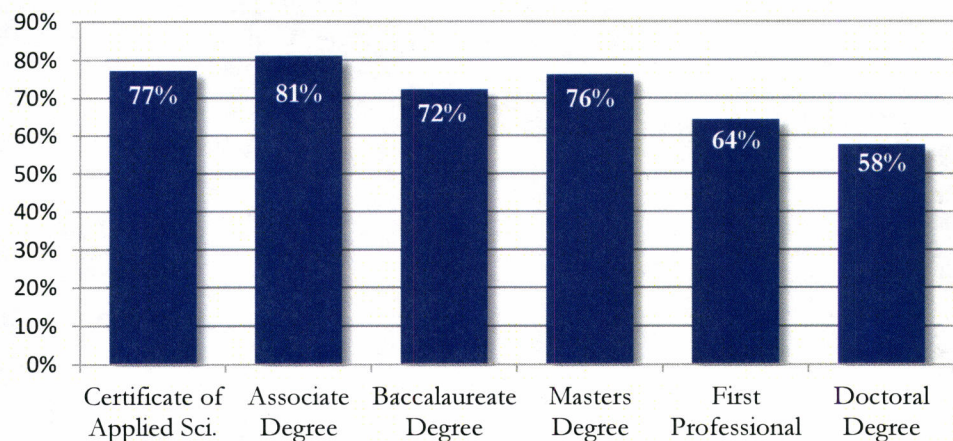
Objective 2.1.2

Increase job placement rates

Metric 2.1.3

Percent of Resident Graduates Entering MT's Workforce

2009-10 Graduates Employed Within One Year of Graduation



- In 2010, 74% of resident students graduating from the MUS found employment in Montana within one year of graduation, up from 72% in 2007.



MUS Strategic Plan

Workforce Development

(Continued)

Goal 2:
Workforce & Economic
Development

System Initiatives:

- **Montana Career Information System:** In collaboration with the Student Assistance Foundation, OPI, and the Department of Labor, raise career awareness and promote career/technical education for both traditional and nontraditional students through a dynamic, online program depicting job opportunities in Montana, assessing skills and interest, and providing curriculum counseling.

Goal Statement

Increase responsiveness to workforce development needs by expanding and developing programs in high demand fields in the state

Objective 2.1.3

Increase the number of certificates and degrees conferred in 2-year programs

Metric 2.1.4

Associate Degrees Conferred

Associate of Applied Science, Associate of Arts, & Associate of Science

Institutional Type	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Colleges of Technology ¹	674	687	764	800	772	782	837	832	883	993
Community Colleges	392	408	448	511	523	497	345	355	368	411
Integrated 2-year Programs ²	145	148	188	175	166	148	139	122	129	107
Total	1211	1243	1400	1486	1461	1427	1321	1309	1380	1511
% Change (annual)	-2%	3%	13%	6%	-2%	-2%	-7%	-1%	5%	9%

Certificates Conferred

Certificates of Applied Science

Institutional Type	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Colleges of Technology ¹	168	127	140	122	138	167	266	281	311	224
Community Colleges	18	20	36	132	54	107	49	64	72	120
Integrated 2-year Programs ²	-	-	-	-	-	2	6	9	8	12
Total	186	147	176	254	192	276	321	354	391	356
% Change (annual)	-32%	-21%	20%	44%	-24%	44%	16%	10%	10%	-9%

Notes

1) includes associate degrees conferred at MT Tech & MSUB

2) UM-Western & MSU-Northern

source: IPEDS Completions Survey



MUS Strategic Plan

Research & Development

Goal 2:

Workforce & Economic Development

System Initiatives:

Montana Science Serving Montana Citizens is a statewide science and technology plan for higher education and related enterprises in Montana. The *Plan*, developed by the MUS Science and Technology Advisory Committee (MUSSTAC), will help identify priorities for the MUS and the State of Montana in the allocation of resources to a research enterprise that has great potential to grow and flourish <http://mus.edu/research/MUSSTACbrochure.pdf>

EPSCoR

Sponsored by grants from the National Science Foundation (NSF), the Experimental Program to Stimulate Competitive Research (EPSCoR) is designed to promote the development of science and technology resources across the United States. Through partnerships with universities, government, and small businesses, Montana NSF EPSCoR operates on the principle that aiding researchers and institutions in securing federal research and development funding will develop the state's research infrastructure and advance economic growth. <http://www.mtnsfepscor.org/about.html>

Updated: Dec 2011

Goal Statement

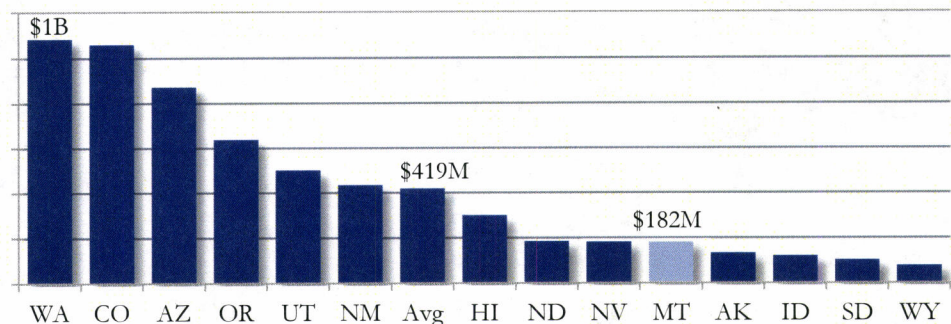
Establish collaborative programs among institutions, the private sector, and the state to expand research, technology transfer, the commercialization of new technologies, and the development of our entrepreneurs

Objective 2.2.1

Increase research & development receipts and expenditures

Metric 2.2.1

Research & Development Expenditures by State, 2009
(in millions)



source: National Science Foundation (NSF)

MUS Research & Development Expenditures by Institution

Campus	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
MSU Bozeman	\$102,116,323	\$96,150,553	\$98,431,691	\$109,481,694	\$102,767,291
MSU Billings	\$625,580	\$818,395	\$339,241	\$527,330	\$576,060
MSU Northern	\$61,337	\$334,556	\$434,634	\$1,590,466	\$69,378
UM Missoula	\$62,119,445	\$62,405,729	\$67,116,785	\$66,961,101	\$63,857,146
MT Tech	\$7,141,492	\$7,882,940	\$8,408,515	\$9,656,552	\$9,296,423
MUS Total	\$172,064,177	\$167,592,173	\$174,730,866	\$188,217,143	\$176,566,298

source: MUS Annual Research Report; Note: NSF and MUS Annual Research Report data are not directly comparable. NSF data includes state, pass through, and student support service funds that are not included in the MUS Research Report.

Objective 2.2.1

Increase technology licenses with Montana businesses

Metric 2.2.1

MUS Technology Transfer Activity

Montana University System	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Patents Issued	26	41	19	27	14	14
Active Licenses (Total)	133	155	176	206	215	231
Active Licenses (in MT)	83	97	106	118	121	112
% Licenses w/ MT Companies	62%	63%	60%	57%	56%	48%
License/Patent Revenues	\$49,949	\$69,165	\$221,614	\$305,893	\$271,330	\$215,628
Reimbursed Patent Costs	\$169,982	\$138,562	\$442,630	\$271,142	\$211,061	\$169,616

source: MUS Annual Research Report



MUS Strategic Plan

Graduate Education

Goal 2: Workforce & Economic Development

System Initiatives:

Faculty, staff, and students in the Montana University System (MUS) are engaged in science and technology research and graduate education that help build Montana's economic future. The MUS research enterprise also builds partnerships with communities, businesses, and other educational entities to help align science education and research with pressing social and economic challenges.

Expanding graduate education capacity and opportunities will help grow the MUS research enterprise. The following initiatives are key to this effort:

- Improved stipends and resident tuition status to attract competitive graduate students;
- Sufficient start-up funding packages and salaries to retain and recruit competitive faculty;
- Strategic addition of graduate programs to meet workforce needs and research opportunities ; and
- Innovative partnerships and financing to build modern facilities and a competitive research infrastructure.

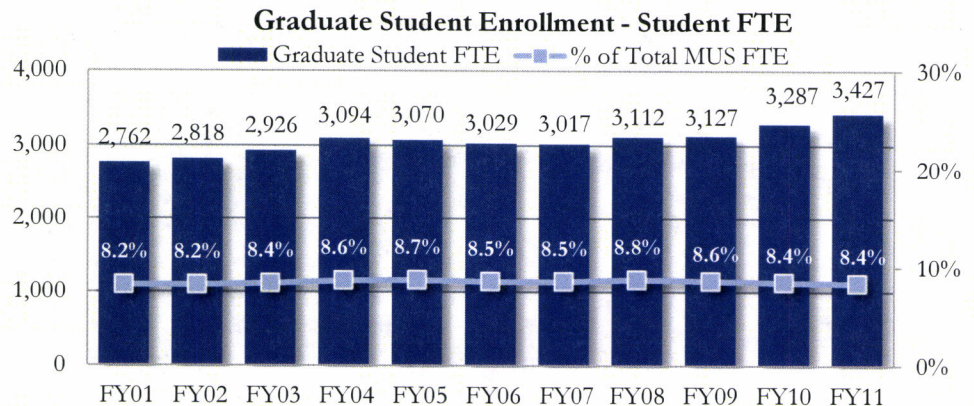
Goal Statement

Expand graduate education capacity and opportunities in order to increase educational attainment of Montanans, fuel economic development, grow the research and development enterprise, and contribute to the cultural and social fabric of Montana and the region.

Objective 2.3.1

Increase the number and percentage of graduate students in the Montana University System.

Metric 2.3.1



Source: MUS Data Warehouse; note: graduate FTE includes students enrolled in master's, doctorate and professional programs

Regional Comparison (headcount): In Fall 2010, graduate students comprised **9.1%** of the total number of students (headcount) enrolled in higher education in Montana. In comparison, the regional average was **12.4%**. (source: IPEDS -- public and private colleges and universities)

Objective 2.3.2

Increase graduate degree production, maintaining a strong concentration in science, technology, engineering, and math (STEM) fields.

Metric 2.3.2

MUS Graduate Degrees Awarded

MUS Graduate Degrees ⁽¹⁾	2001-02	2006-07	2007-08	2008-09	2009-10	2010-11
Graduate Degrees Awarded	1113	1316	1277	1362	1372	1523
Graduate Degrees Awarded per 100 Graduate Student FTE	39.5	43.6	41.0	43.6	41.7	44.4
% STEM Degrees (Narrow)	18%	15%	14%	15%	14%	14%
% STEM Degrees (Broad)	34%	36%	36%	36%	39%	43%

Regional Comparison: (WICHE states, not including CA)

% STEM Degrees (Narrow)	16%	18%	17%	17%	17%	NA
% STEM Degrees (Broad)	31%	34%	32%	32%	34%	NA

¹⁾ includes master's, doctoral, and professional degrees

²⁾ source: MUS Data Warehouse, IPEDS regional comparisons (public institutions only)

STEM (narrow): based on NCES definition using 2 digit CIPs: (14) Engineering and (15) Engineering Tech (11) Comp & Info Sci (26) Biological and Biomedical Sci, (27) Mathematics & Stats, (40) Phy Sci, (41) Sci Tech

STEM (broad): (03) Nat Res & Conservation, (14) Engineering and (15) Engineering Tech (11) Comp & Info Sci (26) Biological and Biomedical Sci (01) Ag Operations (27) Mathematics & Stats, (40) Phy Sci, (41) Sci Tech (51) Health Prof; Also the following 6 digit CIPs were included, Ed Sci 13.1316, Tech Comm 23.1303, Interdisciplinary Studies (MT Tech) 30.9999



MUS Strategic Plan

Information Technology

Goal 3: Efficiency & Effectiveness

System Initiatives:

- **CC Banner Integration:** integrate Dawson Community College and Miles Community College into University of Montana hosted instance of Banner
- **MSU Unified Information System Project:** establish a single, unified and standardized information system, based on standardized policies, procedures, data elements and calendars for all campuses and agencies of MSU
- **Northern Tier Network:** operate and maintain a state-of-the-art network which provides high speed connections between campuses, as well as connections to national research and education networks.
- **K-20 Data Linkage:** develop linkages between K-12, postsecondary, and labor information in order to produce a method for annually tracking student cohorts from high school to college to the workforce.

Goal Statement

Improve the accuracy, consistency and accessibility of system data, including the continued development of a comprehensive data warehouse

IT Strategic Directions

In order to meet the three primary goals outlined in the Board of Regents' Strategic Plan, the Montana University System will strive to implement the following Information Technology Strategic Directions:

1. Enterprise Information Systems

Develop an integrated information system with the goal of maximizing administrative efficiencies, allowing for seamless student enrollment between campuses, and promoting consistent business practices across all institutions.

Assumptions:

- The MUS will continue to make incremental steps toward developing a single integrated information system.
- Incremental steps include, but are not limited to, the following:
 - Utilizing a single instance of the administrative information software that is hosted and managed by the main campus on each side of the system (i.e. UM and MSU host a single instance of Banner for their affiliated campuses, with the potential for including the community colleges, as well as tribal colleges).
 - Allowing for multi-institutional functionality to enable (for example): enrollments from more than one campus on students' schedules and transcripts, financial aid based on combined enrollment at more than one institution, centralized administrative services, such as, a single source for payroll generation.
 - Standardizing codes and data elements, as well as aligning business rules and practices.

2. Network Connectivity

Continue to develop and improve an education network that provides high speed telecommunication capabilities that link MUS institutions, provide connectivity to national research and education networks, and expand the reach of the MUS to remote areas of Montana.

3. Data Warehousing

Maintain and work to improve a system-wide data warehouse for the purpose of measuring the goals in Board of Regents' Strategic Plan, collecting and reporting official enrollment, developing linkages with K-12 and workforce data, and producing and monitoring the MUS Operating Budget.



MUS Strategic Plan Efficiency

Goal 3: Efficiency & Effectiveness

System Initiatives:

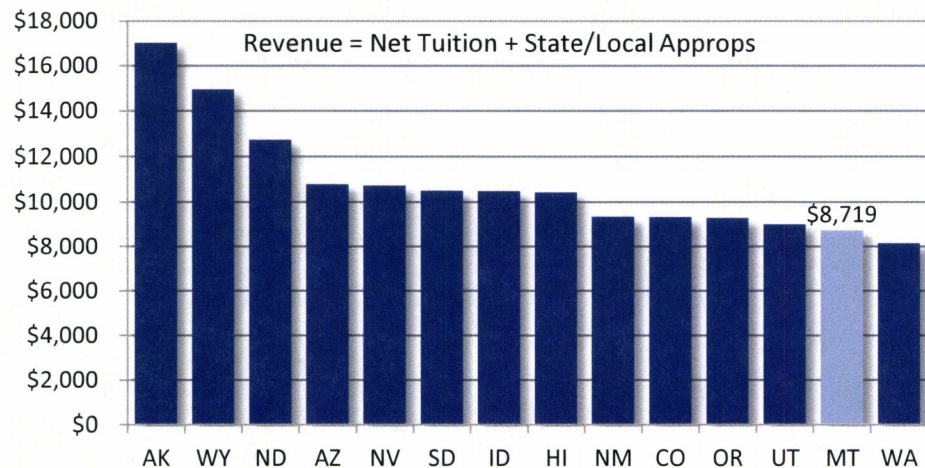
- **Two-Year College Initiative:** create efficiencies in curriculum and information enterprise systems that clarify college-readiness and improve the efficiency of the high school to college transition and that allow the system to serve more students more affordably.
- **Expenditures by Program:** expenditures for Instruction, plus Academic Support, plus Student Services should account for at least 70% of total expenditures.
- **Cost Control:** controlling educational cost growth must be a central tenet of an efficient and affordable educational system. The MUS strives to limit the growth in educational costs to the growth in CPI.

Goal Statement

Deliver efficient and coordinated services

Total Educational Revenue per Student FTE, FY10

Public Institutions



source: SHEEO, State Higher Education Finance (SHEF) report

MUS Expenditures by Program Area

FY 1985 - 2010 actual, FY 2011 budgeted

Expenditure Program Areas	1985	1995	2005	2010	2011 (budgeted)
Instruction	53%	54%	52%	49%	49%
Research	1%	1%	1%	1%	1%
Public Service	0%	1%	1%	1%	1%
Academic Support	11%	11%	12%	12%	12%
Student Services	9%	9%	7%	8%	8%
Institutional Support	10%	9%	9%	10%	9%
Operation and Maintenance	13%	12%	12%	12%	12%
Scholarships/Fellowships/Waivers	2%	4%	7%	8%	9%

Instruction + Academic Support + Student Services	74%	74%	71%	68%	68%
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source: OCHE Operating Budgets

Updated: Dec 2011

Goal: Instruction + Academic Support + Student Services above 70%



MUS Strategic Plan

Transferability

Goal 3:
Efficiency & Effectiveness

System Initiatives:

MUS Transferability Initiative:

The 2007 Legislature appropriated \$1.5 million to help the MUS improve the transferability of courses and further develop its centralized data system.

As a result, the MUS initiated a *“common course numbering”* process for all undergraduate courses. This process requires that all courses deemed to be equivalent must possess the same course prefix, number, and title; all courses with same name and number will directly transfer on a one-to-one basis with equivalent courses at the receiving institution.

Progress:

As of December 2011, more than 9,000 courses in 60 disciplines have gone through the Common Course Numbering process. This represents over 90% of the undergraduate courses in the MUS.

Goal Statement

Deliver efficient and coordinated services.

Objective 3.3.1

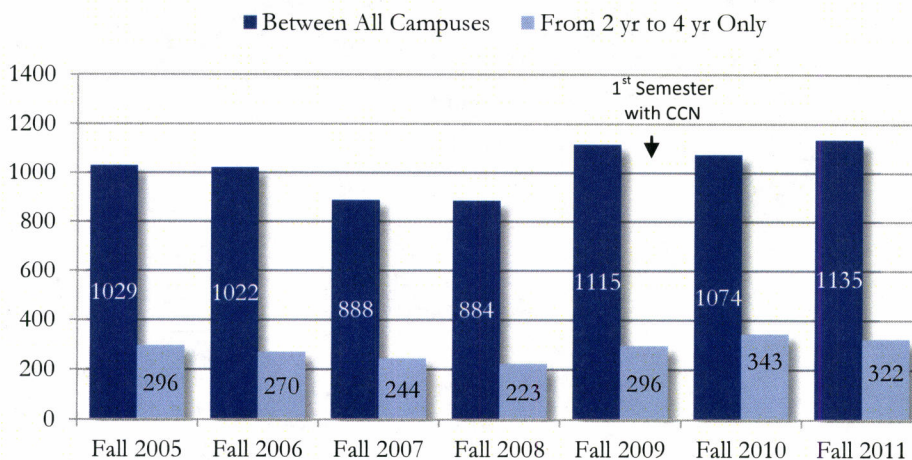
Improve articulation and transferability among all 2-year and 4-year institutions, including community colleges and tribal colleges

Metric 3.3.1

MUS Transferability Initiative – Common Course Numbering

- a. All undergraduate courses in the Montana University System will go through the process of common course numbering (CCN)
 - By the end of Spring 2012, all undergraduates courses in the MUS will have gone through the CCN process (10,000 courses in more than 60 disciplines).
- b. All courses deemed to be significantly similar must possess the same prefix, course number, title and credits; and directly transfer on a one-to-one basis
 - See BOR Policy 301.5.5 – [Equivalent Course Identification and Numbering](#)
- c. Common course numbering will result in a transparent computerized program that demonstrates transferable courses across the university system
 - Link to [Common Course Numbering Transfer Guide](#)

New Transfer Student Enrollment Between MUS Institutions



source: MUS Data Warehouse

Updated: 12/29/11



MUS Strategic Plan

Budget Allocation

Goal 3: Efficiency & Effectiveness

System Initiatives:

- **Allocation Model Review:** the present “base plus” allocation model requires a comprehensive review/update. System goals, Regents’ priorities, enrollment changes, performance/outcomes and incentive funding are a few of the critical issues requiring study and analysis, as we move toward a revised allocation model.

Goal Statement

Biennial review/update of the budget allocation model consistent with state and system policy goals and objectives

Background

The Montana Legislature allocates the vast majority of funding for our education units in a “lump sum” that is then allocated by the Regents to the individual institutions within the system. How these funds are allocated is central to every strategic objective of the Board. In order to achieve the goals and objectives in this strategic plan, the basic funding allocation model must be continually analyzed. To be an effective tool for achieving our strategic goals, the allocation model should, at a minimum:

- Focus on financing for the state system, not only funding for the individual campuses;
- Be transparent as to the policy choices of the Regents, Legislature, and executive branch;
- Provide a framework for dealing with allocations to institutions, tuition revenues, financial aid, and mandatory fee waivers;
- Have a specific fund dedicated to furthering Regents’ priorities;
- Protect institutional viability by moderating the short-term effects of enrollment changes;
- Provide incentives for institutions to collaborate as a system;
- Ensure equity of funding among all institutions;
- Maintain an adequate base of funding and education quality for all institutions;
- Maintain a differential between 2-year and 4-year tuition.



MUS Strategic Plan

Success Agenda

(Appendix A)

Regents' Workgroup on Reform and Reinvention

In August of 2009 the Board of Regents designated a subcommittee of regents, along with six citizen advisors to serve as a workgroup to address topics related to reinventing and reforming the Montana University System.

Working throughout 2009 and 2010, the Workgroup focused its attention on providing guidance and recommendations related to the MUS 2-year Education Initiative (College!Now), mission differentiation, performance-based funding, system integration, and the MUS planning process.

Recommendations

Upon completion of their work, the Regents' Workgroup recommends that the Board of Regents adopt a "Success Agenda" in order to increase educational attainment of Montanans and provide an efficient and effective system of higher education.

Additionally, the Regents' Workgroup recommends that the Board of Regents include a set of *Guiding Principles for Strategic Planning* in the MUS Strategic Plan.

In order to increase the overall educational attainment of Montanans and provide an efficient and effective system of higher education, the Board of Regents adopted a *Success Agenda* to augment the Strategic Plan and help guide the Montana University System.

1. Institutional Role Differentiation

- Define distinct roles for the primary components of the MUS (Doctoral Research Universities, Baccalaureate/Masters Universities, Comprehensive 2-year Colleges)
- Utilize role guidelines to serve as templates to develop policies and criteria that:
 - Sustain quality academic programs
 - Increase access AND student success
 - Guide development of new programs and research
 - Provide for efficient delivery of programs, services and overall administration
 - Emphasize collaboration with K-12
 - Target resource allocation

2. Admission Standards

- Utilize multiple criteria in admissions policies to help align students with the university/college that matches their academic preparation, goals, and abilities
- Strengthen enrollment management strategies, such as requiring more rigorous documentation of college readiness at doctoral/research universities, in order to improve student success
- Reaffirm the open admissions concept of comprehensive 2-year colleges within Board policy to improve access and clarify differences between 2-year and 4-year (College!Now)

3. Transferability

- Ensure seamless transferability between institutions through a system of common course numbering and aligned student learning outcomes
- Develop a Board approved transfer credential (e.g. Regents Transfer Program) to improve 2-year to 4-year transfer rates and success (College!Now)

4. Community College Programs (College!Now)

- Increase utilization, enrollment and degree production in community college programs by targeting:
 - Academically under-prepared
 - Pre-college students (dual enrollment)
 - Non-traditional students (25+ yrs.)
- Clarify and promote the community college mission in Montana and role within the MUS by:
 - Rebranding the Colleges of Technology
 - Defining regional hubs with differential tuition policy, program delivery, etc.



MUS Strategic Plan

Success Agenda (cont.)

(Appendix A)

Regents' Workgroup Members

Regents

Todd Buchanan (Chair)
Janine Pease
Lynn Hamilton

Citizen Advisors

Bob Hawks
Elsie Arntzen
Rick Hays
Clayton Schenck
Mike Halligan
Quint Nyman

5. Need-based Financial Aid

- Work to develop strategies to reduce unmet student need
- Increase the amount of need-based student aid

6. Program and Service Alignment

- Align program development, expansion, and contraction with consistently assessed workforce demands
- Focus programming to eliminate unnecessary/undesired duplication of programs by:
 - identifying institutional niches
 - utilizing distance learning, especially for collaborative approaches
 - aligning business practices and integrating technology to improve system-wide collaboration and increase student access
- Increase investment in research and graduate programming to amplify institutional expertise and improve Montana's economy

7. Performance-Based Funding

- Align targeted outcomes with institutional type through purposeful allocation of resources based on programming type
- Associate achievement in key performance areas with aspects of funding (allocation model)
- Define, measure, and reward success by institution

8. Data and Information

- Integrate data throughout the MUS in order to:
 - Improve student access and services
 - Increase administrative efficiencies
 - Improve academic coordination
 - Produce quality data

9. Communication & Advocacy

- Effectively communicate the University System's "product" to stakeholders
- Develop a focused marketing and public relations strategy to increase support for higher education

10. Faculty and Staff Support

- Provide compensation and professional development adequate for recruiting and retaining the faculty and staff necessary to achieve success
- Provide faculty and staff a meaningful role in institutional and system decision making